



THE MANHATTAN INSTITUTE
Social Entrepreneurship
AWARDS 2004



*Recognizing enterprising individuals
who are helping Americans realize their full
potential as citizens and members of society*

THE MANHATTAN INSTITUTE

SOCIAL ENTREPRENEURSHIP AWARDS

2004

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SOCIAL ENTREPRENEURSHIP AWARD

MISSION STATEMENT

The Manhattan Institute Award for Social Entrepreneurship honors non-profit leaders who have found innovative, private solutions for America's most pressing social problems.

Throughout its history, the United States has been distinguished by the capacity of citizens to solve social problems through their own initiative. From Ben Franklin and his University of Pennsylvania, to Clara Barton and her American Red Cross, to Millard Fuller and his Habitat for Humanity, and to George McDonald with his Doe Fund, Americans have come forward to organize volunteer and non-profit action to improve American society. Winners of this award will exemplify the productive eclecticism in America's civil society.

Applicant organizations are assessed according to the following criteria:

- Energetic founding leaders;
- Strong vision;
- Committed volunteers;
- Creative, entrepreneurial ways of conceiving and meeting goals;
- Significant private sector financial support;
- Sustainability or permanence;
- Clear, measurable results;
- Commitment to sustaining the vitality of civil society.

Recognition is reserved for those organizations whose guiding purpose and function stem from private initiatives and ideas. However, accepting government funds does not, in itself, preclude consideration.

The award recognizes the creative energy of the non-profit sector by highlighting new ideas and approaches even by mature organizations.

Any non-profit organization that provides a direct service to address a public problem can be nominated for this award. Examples of the types of organizations we want to recognize include:

- Private social service groups that assist poor families with housing, health care, job training and other similar needs;
- Reformative organizations that help people cope with moral or psychological problems, such as drug addiction or criminal behavior;
- Education groups that through mentoring, counseling or other after-school programs improve children's educational achievement and possibilities;

- Community groups that improve the quality-of-life in their neighborhoods;
- Conservancies that use private donations from corporations or individuals to purchase land and preserve it from development.

Non-profit organizations that engage in political advocacy or that bring legal actions, or whose primary activities are in response to government RFPs, are not eligible for this award.

Up to five Awards are presented annually. Gifts of up to \$10,000 are presented to the organization founded or led by the award winner. Nominations may be submitted by anyone familiar with a person's or group's activities, including the entrepreneur him- or herself.

Award applications for 2005 are available from the Institute's web site (www.manhattan-institute.org/se) after January 5, 2005.

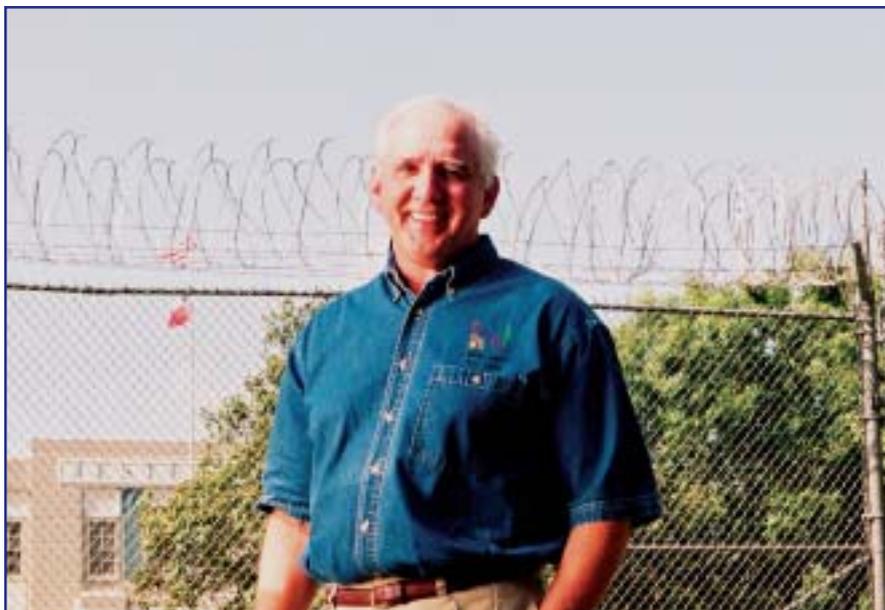
The Social Entrepreneurship Award program is supported by funds from the Achelis and Bodman Foundations, the Bradley Foundation, the Horace W. Goldsmith Foundation, the J.M. Kaplan Fund, the Olin Foundation, and the William E. Simon Foundation. Howard Husock, Director of Case Studies in Public Policy and Management, JFK School of Government, Harvard University and contributing editor, *City Journal*, is the director of the program.

Award winners are chosen by a Selection Committee. The Committee currently consists of Charles Hamilton, Executive Director, Clark Foundation, New York, NY; Howard Husock; Cheryl Keller, Foundation Consultant, Rye, NY; Leslie Lenkowsky, Indiana University, Bloomington, IN; Adam Meyerson, President, The Philanthropy Roundtable, Washington, DC; Lawrence Mone, President, Manhattan Institute; William Schambra, Director, Bradley Center for Philanthropy and Civic Renewal, Hudson Institute, Washington DC; and Donn Weinberg, Vice President and Trustee, Harry and Jeanette Weinberg Foundation, Owings Mills, MD.

BRIDGES TO LIFE

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In a prison in Beaumont, Texas, a group of 50-plus inmates gathers in a small chapel. The purpose this morning, however, is not a worship service. Rather, those gathered will hear stories-heart-rending, hair-raising stories of those who have themselves, or whose immediate families, have been the victims of violent crimes. It is an audience which includes armed robbers and even murderers.

Thus begins the 13-week Bridges to Life program predicated on the belief that understanding the impact of crime will spark empathy and remorse, and diminish the chance that criminals, once released, will commit new crimes. The social entrepreneur behind this five-year-old program is 52-year-

old John Sage, a one-time Louisiana State football all-American and Merrill Lynch broker whose own sister was horribly murdered by a woman who picked her randomly in an apartment garage in order to steal her car. Bridges to Life is the fruit of his own effort to pull himself out of a deep depression that followed his sister's murder.

This is very much a faith-based, religiously inspired, and volunteer-based program. Its 300-plus volunteers this year, who complement just five paid staff members, are predominantly drawn from churches. The 13-week program itself combines the personal reflections of both victims and victimizers—"facilitated" by a designated group leader-complemented by discussion of Biblical passages, the reading of which is assigned "homework" for inmates. At the same time, founder Sage is very clear that this is not a "Bible-thumping" program whose goal is to inspire inmates to come to Jesus. It is, rather, a "victim impact" and "restorative justice" program whose goal is to change the hearts of convicted criminals due for imminent release such that they do not commit new crimes. This is empathy as deterrent. Indeed, Sage's insistence on a faith-inspired, rather than an overtly evangelistic program, underlies Bridges' existence as an independent organization.

Bridges to Life has grown dramatically over a short period of time—from a presence in a single Texas prison in 1999 to a presence in 10 today, from 232 volunteers last year to 300 this year. This is, in itself, no mean feat. Until Sage, the Texas Department of Corrections and Justice had, through its Victims Services program, sought to recruit victims of crime to counsel inmates—and been largely unsuccessful. Victims of crime may well be forgiven for not wanting to meet criminals—or even take the risks implied by going into prisons.

As Bridges has grown, its costs per program have been decreasing—from \$650 per inmate in 2000 to \$450 per inmate today (a function of more volunteers fueling more programs, while the core administrative staff has not grown) or \$25 per inmate per class. To date, some 1,384 inmates have “graduated.”

There is little doubt that participation in this program is a powerful experience. Inmates at one Bridges program were frank in confessing that they had never considered the impact of their crimes on the families of their victims—and frank, too, in their own confessions of self-doubt. “I’d like to do right when I get out,” said one, “but I’m not sure that I can. I’m looking to this program to help me.”

The key question here, of course, is how much has it helped? To determine that, Bridges has developed an impressive partnership with the Victims Services Division of the Texas Department of Corrections and Justice. Bridges recruits the volunteers and mounts the program while the state specially tracks Bridges “graduates” after their release, in order to judge their rate of recidivism compared with the “re-offender” rate of the overall prison population. The overall rate for the



general population ranges from 35 to 40 percent. The rate for Bridges to Life graduates is running at about 18 percent, more than half of whom have been re-incarcerated because of parole violations and other technical issues, rather than new crimes. It is notable that of the first 1,132 released Bridges to Life inmates, just 14 have been re-arrested for having committed violent crimes. That’s 1.2 percent.

Bridges to Life does not receive any government funding and has developed an impressive list of donors, including 11 Houston-area foundations, 9 church congregations, and some notable corporate donors, including IBM and Exxon-Mobil.

John Sage, what’s more, has made an explicit decision not to seek or accept public funding, having been approached by the Victims Services Division of the state prison system when he had just started out and asked if he’d like to mount the program as a part of state government. “I talked to our volunteers,” he recalls, “and they told me that they just didn’t

think they’d be able to recruit new volunteers if they were calling as state employees. And this is just not a nine-to-five job.” There is something brave and powerful about what’s going on here.



CENTER FOR TEACHING ENTREPRENEURSHIP

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When Redonna Rodgers was a girl growing up on the south side of Chicago, her hero was her stepfather, a small-time painting and plastering contractor. She closely observed the way he operated—always on the lookout for work, forming relationships with general contractors who might need him, teaching himself a new skill, as when dry wall replaced plaster. When work was slow, he “sold products”. The family of six children saved money, albeit slowly, and moved

to better neighborhoods. “I remember when we moved to Hyde Park,” she says, of the lower middle-class black community near the University of Chicago. “We took off our shoes and threw them to the other side of the street. We threw away our old shoes because we’d moved up in the world. We had arrived.”

In founding the Center for Teaching Entrepreneurship in Milwaukee’s East Side black ghetto, Rogers leaves little doubt that she’s trying to revive the tradition of self-reliance she saw in her stepfather—a tradition she views as not only having atrophied but to be under assault. She tells the story of a Milwaukee post office worker who set out to start a gas station/car repair garage. “He was ridiculed,” recalls Rogers. “Why would someone want to leave the security of a government job for something so uncertain?” It was to tell stories such as that of the former postal worker who became one of Milwaukee’s major auto dealers, and to use them to inspire young people to be ambitious and entrepreneurial, that Rogers, 13 years ago, started CTE.

There is no doubt that Rogers was herself an entrepreneur. She began her effort to change what she viewed as a troubled culture around her by using funds from her own pocket. In the first years of the program, there was not enough funding available to pay her own salary. She worked nights as a security guard.

CTE comprises five programs: an introductory workshop program, its largest, and a series of more specialized programs for those who become more serious about starting businesses. Students in the workshops are taught the overall “CEO of me” idea. Those in other programs actually develop written business plans and start their own small businesses. Typical are kids from sixth-graders to high school who had started businesses



such as candle making and landscaping—the latter an exceptionally successful one for two twin brothers. She brings her students to events for young entrepreneurs throughout the upper Midwest, where they are frequently the only black participants. The kids are polite, well dressed, well spoken, solicitous. Negativism and cynicism are being nipped in the bud.

Rogers believes that, by encouraging young people to take charge of their lives, she can lead them away from passivity and fatalism. She encourages her students not only to think about future employment but to think of themselves as citizens who have the potential to, and responsibility for, keeping their neighborhoods clean and safe. “I talk to kids who tell me that the streets or yards being dirty, well that’s just the way it is,” she says. “And I tell them, ‘no, things don’t have to be that way.’”

The vast majority of CTE funding comes from 12 Milwaukee foundations, including the Bradley Foundation, and, impressively, an annual fundraising dinner in November, which attracts 300 ticket-buyers and a range of local businesses who buy space in her program. CTE goes so far as to

sell second-hand clothes collected from suburban donors. There is an active board of directors chosen for its skills and willingness to volunteer time. Rogers herself serves on other boards, including that of a Milwaukee charter school. In short, this is a program well integrated into the fabric of community life in Milwaukee.

Rogers, herself, hasn’t yet tried to spread her gospel elsewhere. One hopes she does. For hers is a mission to wean her neighbors from a culture of defeat and dependency and toward the light of achievement and responsibility. Her success is by no means certain—but the signs all point in the right direction.



READING EXCELLENCE & DISCOVERY FOUNDATION

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More than ever before, the question of how to ensure that New York City school children learn to read is an issue of moment and debate. Incredibly, the insistence of the administration of Mayor Michael Bloomberg that no student who cannot show at least basic reading proficiency be promoted from the third to the fourth grade has proven controversial, as perhaps too draconian. And yet, there is broad agreement among educators that those who cannot read by the third grade, at the latest, have little chance to do well academically in their school careers. And there is little doubt that large numbers of students are failing to read at the level appropriate to their grade in school. In New York City,

fully 65 percent of Hispanic and African-American students in grades 3 through 8 fail to read at grade level.

So it is that the Reading Excellence and Discovery Foundation's tutoring and summer programs, founded four years ago specifically to intervene to help children who are failing to learn to read, are timely and important. The READ model pairs kindergarten, first, or second-grade children identified by their public, parochial, or charter school teachers as poor readers (or lacking the right preparation to learn to read) with academically-successful teenagers, often from their own neighborhoods, who serve as paid, one-on-one tutors, both after school during the school year or in an intensive summer program. Thus, this is a program designed both to help young children learn the most basic skill necessary to succeed in school and to provide jobs and encourage teaching careers.

From a modest start in the summer of 2000, when READ was active in but two schools and tutoring 37 students, it has grown dramatically. Their approach is working. By the summer of 2004, some 600 students from 20 schools (ten parochial, eight public and two charter) were enrolled in READ's five-week summer program—and the organization had plans to expand to 900. Children came only from schools in which at

least 25 percent of students were poor readers.

READ employs a simple but effective approach that requires minimal training for tutors. The Reading for All Learners program uses a long-term (40 sessions a year), phonics-based approach (teaching children to associate specific sounds with specific letters) and a series of some 60 reading workbooks, including a test of progress administered after every five.

Of 273 students tutored during the summer of 2003, 90 percent improved by at least half a grade level, and 59 percent improved by a full grade level. Not only is this fairly impressive, it is credible; too many organizations claim overly dramatic progress in dealing with known to be difficult problems. READ's data reflects the difficulty of dealing with kids from low-income, minority households—ninety percent are black or Hispanic, many from immigrant households in which their parent or parents cannot themselves read.

The social entrepreneur behind READ is former Federal Communications Commission Chairman Alfred Sikes who, inspired by his memory of his own mother helping him learn to read, sought in 1999 a model for approaching what must be viewed as one of our most fundamental education challenges. Sikes and a core group of what became the READ board decided on the Reading for All Learners program, hired curriculum specialists to implement it, and hired a former American Express executive, Anne Adler, to put all the pieces together, including the recruitment of participating schools and teen tutors.



Recruiting the teen tutors is an especially impressive feat in light of the fact that only the summer tutoring is a paid job. During the school year the tutors are volunteers, although they can make use of their time in READ to fulfill “community service requirements” at many high schools.

Both READ's administration and funding approach are impressive. It has put together an eight-hour training program for their tutors. And, the need for willing teenagers notwithstanding, they have not been shy about dismissing those who fail to show up for work regularly or who don't appear to have the knack for being both encouraging and demanding at the same time. The program's \$960,000 budget draws from diverse sources, including payments that are required from participating schools. Such “site contributions”

now account for \$230,000 of the program's overall budget. Their success has attracted interest from elsewhere, as well. A program in Kansas City inspired by READ and mounted by that city's Partnership for Children has just begun.

From a modest start just four years ago, READ has accomplished much and holds the promise of accomplishing much more.



UPWARDLY GLOBAL

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In the great American tradition of Jane Addams and the settlement house movement, Upwardly Global is both acculturating immigrants such that they can succeed in America, and working with employers to help them better understand the skills available in the immigrant workforce. Its model relies on a small paid staff augmented by extensive volunteers who mentor job candidates and share their experience in workshops. It has used one-time grants—notably one from Cisco Systems—to build a cutting-edge web site that will make it possible to as-

semble a database of job applicant resumes so that employers will be able to log in and review job candidates. It is an infrastructure designed for founder Jane Leu's ambitious goal, to expand across the U.S. and to be recognized as "the Fortune 1000's premier resource on immigrant professionals in the workplace."

UpGlo teaches its clients—both through individual counseling and group discussion sessions—such lessons as the importance of a firm handshake, the need to look interviewers in the eye, and that it is not immodest to trumpet one's achievements. At group counseling sessions on "surviving the American workplace," there is an incredible diversity—including immigrants from Belarus, Kenya, Syria, Russia, Bolivia, and Haiti. Participants are called upon to reflect on a variety of specific ways in which American culture differs from that which they left. (Asked by a volunteer class "facilitator" how approaches to problem-solving differed in their former homes, a civil engineer from Syria noted that, "in my country, there were lots of problems but you couldn't say there were.") Apart from the skills learned this way, there is a dramatic Americanization that goes on. Immigrants from around the world are, in effect, told that they face a common problem, that of making clear to employers the nature of their skills and experience—

and that, thanks to the emphasis in the U.S. on individual merit, it is a problem they can overcome. And, Jane notes, “we force our clients themselves to become accustomed to the diversity of America. Many of them come from cultures which are not exactly tolerant.” UpGlo, notes Leu, is unusual among immigrant-assistance organizations in not focusing on a specific ethnic group.

Success stories include those of Mihaela, a Romanian-born pediatrician who, with the help of “UpGlo”, went from working as a technician in a photo lab to a job as an obstetrics technician; Nina, an accountant from Belarus, who went from doing home care for the elderly to a position assisting small businesses for the City of Oakland; Alberto, a Mexican immigrant with training in law, who went from a job as a machine operator to that of a banking administrator.

To achieve such results, Leu has established an organization which relies entirely on a combination of philanthropic, corporate, and individual fee income. She is committed to pushing it to outgrow the need for foundation funds and to rely instead on support from those benefiting most directly from its services, businesses, and job candidates. UpGlo has already created an extensive network of some 70 Bay Area employers. They provide representation on the board of directors and the “workplace diversity advisory council” and attend workshops on such topics as how to interview immigrant job applicants. Such major firms as Citibank, Intel, Robert Half (a major job placement firm), Intuit, Bearing Point, and Charles Schwab are involved with UpGlo on an ongoing basis. Indeed, UpGlo can be thought of as two businesses: one, a job place-



ment service for immigrants, and the other, a corporate education enterprise meant to help firms understand the immigrant labor market and to effectively hire and promote immigrants who may or may not have been referred by UpGlo.

To involve the broader Bay Area community, UpGlo has developed four major committees—an eight-member board of directors (charged mainly with fund-raising and recruiting new corporate clients); a ten-member workplace diversity advisory committee (comprising “human resource” professionals from firms which might themselves hire UpGlo candidates, as well as California’s assistant secretary of labor); a board of policy advisors (including both those familiar with immigration issues and corporate managers willing to offer their counsel on logistics and operations); and a seven-member “alumni network” of those who have gotten jobs through UpGlo but are willing to attend events for newcomers and themselves wish to continue to use

the organization as a network of contacts. The result of all this “outreach” is wide Bay Area “brand” recognition and citizen involvement in an organization which itself still has only four full-time employees and a \$250,000 annual budget.

It is one of the great strengths of the United States that we are able both to welcome and make good use of the talents of immigrants from around the world. Jane Leu has devised a next generation model for this great tradition and has begun to implement it in an effective, step-by-step way. The country will hear from her.



2003 SOCIAL ENTREPRENEURSHIP AWARD WINNERS



THE FIRST PLACE FUND FOR YOUTH

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“Aging out” of foster care is an issue advanced by children’s advocates. Federal funds have been appropriated to help such children live independently. Amy Lemley, the founder of First Place, however, sees a lack of funds as the least of the problems facing emancipated foster children. She says they lack any real preparation for independent living. Besides helping with housing, reading skills, health care and more for those enrolled, the First Place Fund seeks to prepare their enrollees to become self-reliant.

Amy Lemley devised an elaborate and demanding structure to help applicants make the transition to independent adulthood. While providing reduced-rate housing in private apartments, she insists on appropriate behaviors. Many coming from group homes have never learned to work out arrangements of intimate living, and the First Place helps guide these young people toward productive adult lives.

Amy and her staff have assembled a network of small, African-American property owners in East Oakland who are willing to accept the former foster youth as tenants. The owners are pleased to have her organization take responsibility for monitoring the upkeep of the apartments, sign the lease, and pay on time, and, at the same time, help these youth who, without assistance, could easily descend into crime and homelessness.

Sensitized by her own experience as a case worker in a publicly-supported group home, Amy Lemley has imagined and successfully established a way to help others in such situations towards a better future.



LIVING LANDS AND WATERS

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From his original impulse as a 22-year-old to clean up the banks of the Mississippi, along which he grew up in the “Quad Cities” area of western Illinois, Chad Pregracke has developed a multi-faceted operation. Living Lands and Waters organizes the clean-up of America’s greatest waterway—and sparks an outpouring of effort by thousands of volunteers.

LL&W is a floating recycling center which comes to a long series of river towns once a year. Its three barges each stores a different sort of trash; a fourth is the quarters for the seven-member crew and house Pregracke’s office as well as a classroom for seminars for classroom teachers on the history and ecology of the Mississippi. Lashed to the barges are small boats for carrying volunteers on the river and trucks to transport trash to landfill sites or recycling centers. LL&W works not only on the Mississippi, but on the Missouri, Illinois, and Ohio Rivers as well. The crew is afloat 10 months a year.

Chad Pregracke is fundraiser, crew chief, motivational speaker (at local schools and at the actual clean-up days,) scheduler, and volunteer coordinator. He has raised funds from more than 50 corporations and foundations. He’s organized the pick-up of thousands of tires and refrigerators—and filled thousands more 55-gallon bags of trash.

The results are tangible and inspiring, and because of his efforts, much of America’s greatest river today is a far cleaner place.



THINK DETROIT

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University of Michigan Law School graduates who had worked for major firms, Mike Tenbusch and Dan Varner founded the youth sports non-profit, Think Detroit, to give other Detroit kids access to the kinds of well-coached and well-equipped teams they had had in their own years in youth sports when Detroit was not a deeply distressed city.

They have accomplished extraordinary things, enrolling more than 5,000 kids in their sports and leadership development programs and recruiting over 500 community members to serve as coaches and volunteers. They’ve raised more than \$1,000,000 of private funds to renovate five diamonds in a previously dilapidated city park and hope at some point to host the Little League World Series there.

Think Detroit requires parents to show up in person at their office to register their kids, or to do so through its web site. A small fee is required. This is a community effort, and families come out in force for their early evening games. They also seek to encourage computer literacy among the kids and the parents.

Tenbusch and Varner, energetic and creative, have created a high-functioning, on-the-ground organization. Thanks to Think Detroit, a lot of low-income kids in Detroit who might otherwise be prey to drugs and gangs are, instead, playing baseball under the watchful eyes of adults.

2003 SOCIAL ENTREPRENEURSHIP AWARD WINNERS



WORKING TODAY

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Sara Horowitz founded Working Today in 1995 to represent the needs and concerns of the growing independent workforce. Working Today seeks to update the nation's social safety net, developing systems so that all working people can access affordable benefits, regardless of their job arrangement. As executive director, Sara takes an entrepreneurial approach, pursuing creative, market-based solutions to pressing social problems. Working Today is a potential model for chipping away at the problem posed by the situation of those millions of Americans who lack health insurance.

Sara has created what amounts to a non-profit insurance company which sells only one product—a bare bones form of health insurance costing some \$200 below the cost of other insurance. The price is kept low because it offers a more limited menu of benefits than provided by most plans and uses the spare capacity of union-funded clinics throughout the five boroughs.

Working Today collects payments from members of its Portable Benefits Network and directs payments to the clinic network that provides the medical services. Members agree that they will seek treatment only in that network of clinics and through affiliated specialists and designated hospitals. They currently serve 4,500 professional freelancers.

Combining the qualities of businesswoman and policy analyst, Sara Horowitz is a worthy social entrepreneur.



YEAR UP

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Gerald Chertavian, a one-time London-based software magnate, founded Year Up in Greater Boston in October, 2000. This is a one-year intensive education and internship program for urban young adults aged 18-24 and takes on one of the great labor market challenges the country faces—training minority youth, particularly males, for an economy in which unskilled labor is no longer in much demand. Year Up seeks to prepare participants for the disciplines needed for a life of work and the fulfillment of small gains.

Year Up targets those with limited skills but good attitudes. Those chosen are judged 'at-risk but not high-risk' and must clear two interviews and sign a 12-page agreement with such sanctions as immediate expulsion for drug use and a reduction in stipend for being late to class.

Classroom training aimed at placing participants at IT help desks and other behind-the-scene computer dependent jobs is augmented by guest speakers and individual mentoring.

Program results are measured. With sites in Boston, Cambridge, and a third in Providence, Year Up has enrolled 154 to date. Eighty percent of those who completed the program and secured jobs on graduation and are still working.

Chertavian pays close attention to everything from participant behavior to the labor market itself, from recruiting at inner-city schools to lining up big-time employers. An enthusiastic champion, he has shown that the qualities that make one successful in the private sector can be transferred to social entrepreneurship.

2002 SOCIAL ENTREPRENEURSHIP AWARD WINNERS



SHEPHERD'S HOPE, INC

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Seven years ago the Rev. William Barnes, Pastor of St. Luke's United Methodist Church of Orlando, was inspired to do something about the situation of working men and women in the Orlando area who, because they'd lost their jobs, had lost their health care benefits, or whose jobs did not provide such benefits. His hope was to harness the talents of members of his congregation which included many medical professionals. Today, two nights each week, rooms in five public schools in and around Orlando are transformed into medical clinics for poor families without health insurance. Barnes' idea of church-organized health care has been realized. A consortium of local churches, led by St. Luke's, has drawn from their congregations a staff of volunteers, including physicians and nurses who see patients. Some 650 volunteers work at least one night a month in one or the other of the five clinics. Rev. Barnes has devised a way for people of means to offer help to Orlando's uninsured, generally service employees in the city's tourist industry who endure spells of unemployment and the temporary loss of health insurance.

Government plays no role as funder. The entrepreneurial vision inspiring Dr. Barnes has permitted hundreds of volunteers to put their talents to use and thousands more to be helped.



COLLEGE SUMMIT

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J. B. Schramm, a Harvard Divinity School graduate, directing a youth counseling and recreation center in a DC public housing project, wanted to increase the number of college admissions among the kids with whom he was working. His target group was not the high achieving kids over whom diversity hungry selective schools would fight, but, rather the mid-tier students, often from mediocre high schools. Eleven years later, Schramm heads a \$3.7 million organization which, over the years, has provided a new sort of college counseling-intensive service to some 6,000 students. Seventy-nine percent have been admitted to college, and some 80% of those have remained in the schools in which they are enrolled. This past summer, College Summit had 20 workshops in six regions across the country, run by volunteer writing coaches whom College Summit trains, one coach for every five students. At every workshop forty to fifty students, having just completed their junior year, are encouraged to compose and polish college applications. The workshops include sessions for teachers from the students own schools who can then help them through the college application process during the subsequent school year using a structured College Summit-designed curriculum. In addition to the specific kinds of help it provides, College Summit also helps its participants visualize themselves as college students and see their lives and prospects in different ways.



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WWW.NJORATORS.ORG

New Jersey Orators is the labor of love of its unpaid executive director James Hunter, one of the original six black professionals who, concerned about the poor interviewing skills they saw in young black job candidates, founded the Orators in 1985. They are plainspoken in their praise and encouragement of the timeless virtues of self-improvement. At weekly sessions public speaking is the central but not exclusive focus. There are discussions of current events, nutrition education, and homework help, as well. The Orators provide an oasis for academically oriented students, and their graduates have gone on to top colleges and professional schools and often return to help out those following in their footsteps. Using volunteers and donated facilities, most chapters meet in space provided by local churches. Dozens of successful professionals donate their time to NJO—enough for one evening and one Saturday morning session every week during the entire school year. Knowing the perils that can befall kids, James Hunter has taken it as his own responsibility to help them follow a constructive path, and the many hours of volunteered time provided by him and the local New Jersey Orators chapter leaders are the key ingredient in the organization's success.

2001 SOCIAL ENTREPRENEURSHIP AWARD WINNERS



JUMP: JUNIOR UNIFORMED MENTORING PROGRAM

JOHN (DECEASED) AND CATHERINE DIXON
BUFFALO, NY 14204

John Dixon, a one-time Army sergeant, knew that the legions of fatherless and undisciplined kids in his neighborhood could benefit from a structured military-style program run by former military officers, although he anticipated that only a 'handful' of kids and parents might come. Within months, however, hundreds were attending. Staffed by a corps of volunteer officers who led military drills, followed by homework help provided by suburban and retired public school teachers on their own time, and classes on sexual abstinence and controlling anger. Neighborhood residents came to talk about what work, and their own jobs, are like.

John and his wife Catherine Dixon charged only small fees (not always collectible) but were rewarded in the improvement they saw in the behavior of individual children. Faced with the city's problems, their task was daunting. But the impact of JUMP was such that the *Buffalo News* called it one of the "good programs, the ones making a difference."

Sadly, John Dixon has passed away, and JUMP is currently not in operation.



NEIGHBORHOOD TRUST FEDERAL CREDIT UNION/CREDIT WHERE CREDIT IS DUE

MARK LEVINE
4211 BROADWAY
NEW YORK, NY 10033-3801
(212) 927-5771
WWW.CWCID.ORG

Mark Levine, a former New York City public school teacher, had been concerned for years about those on the outside of the formal financial system. Targeting the Washington Heights section of Manhattan, and starting with \$85,000 in seed money from the Echoing Green Foundation, he established Credit Where Credit is Due, a non-profit organization designed to educate poor immigrants as to the basics of the banking system. Classes are conducted in Spanish. He has also established the Neighborhood Federal Credit Union—a tiny bank to attract small savers and to make small loans to depositors. In four years the credit union enrolled over 3,500 members, most of whom previously had neither a bank account, nor a credit card, and who had only previously borrowed from neighborhood loan sharks. The bank works with school children who can open savings accounts with as little as 50 cents and has made hundreds of small business loans—some as small as \$500—at market interest rates. Thanks to the credit union, family day care centers have borrowed \$1,500 to get started, and livery cab drivers have borrowed to buy the required insurance with the opportunity to grow and advance by establishing credit. "We want to see people step up to larger banks," says Levine, "as they prove themselves."

2001 SOCIAL ENTREPRENEURSHIP AWARD WINNERS



SEED FOUNDATION

ERIC ADLER AND RAJIV VINNAKOTA
1712 EYE STREET NW, SUITE 300
WASHINGTON, DC 20036
(202) 785-4123
WWW.SEEDFOUNDATION.COM

Eric Adler and fellow management consultant Rajiv Vinnakota could have made money in the private sector, as did most of their business school classmates. Instead, they decided to build and manage a boarding school for kids in a poor, African-American section of the District of Columbia to improve their education and to prove that the job could be done. Four years later the SEED Charter School in Washington DC's Marshall Heights section opened its doors. SEED is a boarding school where kids learn more in a safe, secure, and highly-structured environment. The early results appear promising: test scores have risen steadily, 97 percent of students have pledged to delay sexual activity and to abstain from smoking; and more than 90 percent say they hope to go on to college. Having raised \$2 million and borrowed much more to give life to their dream, Adler and Vinnakota show that talent, perseverance, and hard work can make a difference in young lives.



STEPPINGSTONE FOUNDATION

MICHAEL DANZIGER
77 SUMMER STREET
BOSTON, MA 02110
(617) 423-6300
WWW.TSF.ORG

Former teacher Michael Danziger asked himself the question of what it would take not just to improve the education of poor children, but also to provide some with a “life-transforming experience” such that they would excel academically and go on to realize their life potential. He came to believe that the vehicle for such an experience would be an intensive tutoring program—both after school and on Saturdays during the school year and over the summer—such that fourth-graders selected could go on to qualify for top private schools or Boston's academic high schools which also admit on the basis of an exam. Steppingstone is the result—a school in all ways except that it does not have a building of its own. It has clearly succeeded, if not in transforming the lives of its students, at least in helping them gain admission to selective secondary schools and colleges. Eighty-five percent of those admitted complete the program, and 90 percent of those are successfully placed; 95 percent of those placed complete the schools to which they are admitted, and 90 percent of those go on to college—including selective schools such as Harvard, Johns Hopkins, Columbia, Williams, and Georgetown.

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